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# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

Please do not use highlight. When choices are given within categories, please delete those that do not apply to your proposal. Please do not delete numbered categories. All numbers in section (A) must be completed. Use "none" in A.5 or A.6 if appropriate.

**Please delete red instructions before submitting a proposal.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | Eled 554 | | | | |  |
| Academic Unit | School of Education | | | | |  |
| A.2. [Proposal type](#type) | Course: revision | | | | |  |
| A.3. [Originator](#Originator) | Martha Horn | | [Elementary](#home_dept) Education | |  | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | The purpose of this proposal is to revise the number of course credits for ELED 554, a required course in the ELED MAT program, reducing it from 2 credits to1 credit.  \* \* \* \* \*  ELED 554, Learning and Teaching Seminar II, is taught during Early Spring.  This two-week course was added to the MAT program during program revision in 2019/20, as a way to ensure teacher candidates have more hours in the field, a more authentic start, and more support as they begin their student teaching experience.  Prior to the 2019/20 program revision, teacher candidates took nine credits during the student teaching semester. The nine credits included:  ELED 559 Student Teaching (7)  ELED 569 Student Teaching Seminar (2) (which, in the redesign, was renamed: Learning and Teaching Seminar III). This new course, ELED 554, was designed as an introduction to student teaching. It is offered in Early Spring as teacher candidates begin their teaching experience.  In the FSEHD, teacher candidates Progress through increasing levels of participation in the classroom (Level I-Observation; Level II Assisting; Level III Practicum; Level IV Teaching). Student teaching requires teacher candidates to assume full teaching responsibilities (Level IV), but at the start they spend time observing the classroom teacher, the culture of the classroom environment, individual students, teacher student relationships and in doing so, engage in Levels I, II, and III as they step into Level IV. ELED 554 is a guided transition into teaching (Level IV).  In this course, teacher candidates spend the two weeks in the classroom and attend five, two-and-a-half-hour seminars across the two weeks. This additional time a) affords teacher candidates more opportunity for classroom learning, b) provides support as teacher candidates become acclimated in their student teaching placements, and c) offers guidance as they design and plan out their teacher research projects.  In the past two years, as we began teaching this new course, we’ve recognized that we have been overly ambitious in the amount of work we set out to address in this two-week course. As a result, the MAT committee removed one assignment and replaced it back in the ELED 569 seminar where it was originally and where it makes more sense. As a committee, we had begun to discuss removing a credit from ELED 554, making it a 1-credit course to better reflect the course content.  \* \* \* \* \*  Last Fall, the MAT program revised its TESL courses to align with the RI Department of Education’s required courses for the Multilingual Learner (MLL) endorsement as, according to the RI Department of Education, “adding an endorsement to current, existing, and valid Rhode Island certificate(s) is designed to expand and recognize an educator’s specialty area expertise.” However, the change in TESL courses increased our program by one credit, as one of the MLL endorsement courses (TESL 401/501) is 4 credits, instead of 3. (The previous two TESL course were 3 credits each.)  Since the ELED MAT Committee had been contemplating reducing ELED 554 by one credit, it seemed this was the obvious time and place to make that change. The Committee had agreed that we could alter the content in ELED 554 in a way that would benefit students without losing quality, while reducing the course to (1) credit. | | | | | |
| A.5. [Student impact](#student_impact) | A far more sensible amount of content for “Early Spring” session. Students will still complete all the content set out, with assignments reorganized more effectively between ELED 554 and ELED 569. | | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | N/A | | | | |
|  | [Library:](#library) | N/A | | | | |
|  | [Technology](#technology) | N/A | | | | |
|  | [Facilities](#facilities): | N/A | | | | |
| A.8. [Semester effective](#Semester_effective) | Spring, 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | Reducing ELED 554 to one credit (1) by January, 2024 is necessary as students who are applying for the MAT program at the March, 2024 deadline will have the correct information regarding number of credits for that course. | | |
| A.10 [Changes to the website](#Signature_2) | It will require changing the number of credits for ELED 554 on the Course Schedule on the Website | | | | | |

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| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised.  (1) Go to the “Forms and Information” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  Scroll down until you see the Word files for the current catalog.  (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs.  (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal.    (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog.  (5) Check the revised catalog pages against the proposal, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

Please do not use highlight. Delete the page if the proposal does not include new or revised courses. When choices are given within categories, please delete those that do not apply to your proposal.

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  |  |
| B.4. [Course description](#description) |  |  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) | 2 | 1 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | Letter grade | Letter grade | S/U |
| B.11. [Instructional methods](#instr_methods) | Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work | | Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |
| B.11.a [Delivery Method](#instr_methods) | On campus | Distance learning |  [% Online](#Online) | Asynchronous |Hybrid | On campus | Distance learning |  [% Online](#Online) | Asynchronous |Hybrid |
| B.12.[Categories](#required) | Required for program |Restricted elective for program | Free elective | Required for Certification | Required for program | Restricted elective for program | Free elective | Required for Certification |
| B.13. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |  Class Work | Interviews | Quizzes |  Performance Protocols | Projects |  | Reports of outside supervisor | Studio work | Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |  Class Work | Interviews | Quizzes |  Performance Protocols | Projects |  | Reports of outside supervisor | Studio work |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
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|  |  | Click Tab from here to add rows |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| 1. Topic 1    1. Subtopic 1a    2. Subtopic 1b    3. Subtopic 1c 2. Topic 2    1. Subtopic 2a    2. Subtopic 2b 3. Etc. |

## C. [Program Proposals](#program_proposals)

Please complete only what is relevant to your proposal. Delete this page if the proposal is not revising, creating, deleting, or suspending any program.

## D. Signatures

##### You must obtain all signatures before the executive committee can consider your proposal.

##### **Signatures should be obtained electronically: a script font and acknowledgment by email suffices.**

Changes that directly impact more than one department or program must include the signatures of all relevant department chairs, program directors, and deans. This applies to creating or modifying programs which include courses from a different department

Send electronic files of the proposal, accompanying catalog copy, and the completed signature page to graduatecommittee@ric.edu.

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT | Martha Horn | 8/18/23 |
| Leslie Sevey | Chair of Elementary Education | Leslie A. Sevey | 8/22/23 |
| Carol Cummings | Dean of FSEHD | Carol A Cummings | 8/22/23 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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